

REQUEST FOR PROPOSAL

**Letter of Intent Due November 1, 2002
Applications Due March 3, 2003**

Fiscal Years:

Year 1: April/July 2003 through June 2004

Year 2: July 2004 through June 2005

Year 3: July 2005 through June 2006

***READING FIRST* GRANT PROGRAM**

Pursuant to H.R. 1

No Child Left Behind Act



Issued by the

cde

Colorado Department of Education

Office of Special Services/Competitive Grants and Awards Unit

201 East Colfax, Denver, Colorado 80203

http://www.cde.state.co.us/cdecomp/rf_grant.htm

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COLORADO READING FIRST GRANT PROGRAM

REQUEST FOR PROPOSAL (RFP)

Introduction

This Request for Proposal (RFP) is designed to distribute funds to qualified districts pursuant to Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act of 2001. Reading First seeks to embed the essential components of reading instruction into all elements of the primary, mainstream K-3 teaching structures of each state. In Colorado, a total of 7.2 million dollars is available to successful applicants for use from April 2003 through June 2004, the first year of a three year grant opportunity. The Colorado Department of Education (CDE) will distribute these funds upon the recommendation of the Colorado Reading First Leadership Team.

The goal that *all Colorado students will be proficient readers by the end of third grade* drives the grant program. This is an ambitious goal, but its reach accurately reflects the importance of reading in our society and economy. Reading is the foundation of all other learning skills. These district grants are directed to improving classroom instruction and assessments in grades K-3 within Colorado schools demonstrating the greatest needs related to academic achievement and poverty.

Purpose of Grant

The purpose of this RFP is to solicit an application for funding from an eligible district or consortium of districts.

- ✓ The Reading First grant program will provide the necessary assistance to districts to establish reading programs based on scientifically based reading research for all students in kindergarten through third grade classrooms.
- ✓ Reading First grant funds will also be focused on providing significantly increased teacher professional development to ensure that all teachers, including special education teachers, have the skills they need to effectively teach these programs.
- ✓ Additionally, the program provides assistance to districts in selecting appropriate screening and diagnostic assessments and preparing classroom teachers to effectively screen, identify and overcome reading barriers facing their students.

These funds will be distributed to quality proposals that show the most promise for successful implementation, particularly at the classroom level, and for raising student achievement.

It is critical that the proposal of each applicant:

1. **Demonstrates** a deep understanding of the five essential components of effective reading programs,
2. **Establishes** that the proposed Reading First activities will operate in a coherent, seamless fashion,
3. **Details** how all Reading First activities incorporate scientifically based reading research, and
4. **Addresses** each of Colorado's Reading First goals.

Each of the four application expectations is more fully explained on the next page.

1. Five Essential Components of Effective Reading Programs

Scientifically based reading research has identified five essential components of effective reading instruction. To ensure that children learn to read well, explicit and systematic instruction must be provided in these five areas:

- **Phonemic Awareness** - The ability to hear, identify and manipulate the individual sounds - phonemes - in spoken words. Phonemic awareness is the understanding that the sounds of spoken language work together to make words.
- **Phonics** - The understanding that there is a predictable relationship between phonemes - the sounds of spoken language - and graphemes - the letters and spellings that represent those sounds in written language. Readers use these relationships to recognize familiar words accurately and automatically and to decode unfamiliar words.
- **Vocabulary Development** – The development of stored information about the meanings and pronunciation of words necessary for communication.
- **Reading Fluency, including oral reading skills** - The ability to read text accurately and quickly. It provides a bridge between word recognition and comprehension. Fluent readers recognize words and comprehend at the same time.
- **Reading Comprehension Strategies** - Strategies for understanding, remembering and communicating with others about what has been read. Comprehension strategies are sets of steps that purposeful, active readers use to make sense of text.

2. Coherent Structure of Effective Reading Programs

An effective reading program is one that coherently integrates:

- Screening, diagnostic and classroom-based assessments that are valid and reliable
- Instruction programs and aligned materials that include explicit and systematic instruction in the five essential components of reading instruction
- An aligned professional development plan
- Dynamic instructional leadership

3. Scientifically Based Reading Research

Scientifically based reading research is research that applies rigorous, systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. This includes research that:

- Employs systematic, empirical methods that draw on observation or experiment;
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions;
- Relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measurements and observations; and
- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

4. Colorado's Reading First Goals: Using scientifically based reading research to guide all state and local activities, Colorado Reading First will:

- Goal 1:** Provide results-based professional development necessary for K-3 classroom teachers to teach reading effectively.
- Goal 2:** Prepare classroom teachers to screen, identify and diagnose reading barriers facing their students.
- Goal 3:** Implement research-based reading programs for students in kindergarten through third grade classrooms.
- Goal 4:** Teach every child to read at grade level or above by the end of 3rd grade.

Funding Available

A total of 7.2 million dollars is available for funding through the Reading First Grant Program from April 2003 through June 2004. CDE anticipates funding no more than 45 school sites across the 50 districts eligible for funding.

In awarding grants to districts that meet the eligibility criteria and the design requirements of this program, the Colorado Department of Education (CDE) will make awards that are of sufficient size and scope to support the costs of implementing the particular scientifically based reading activities identified or developed by the districts for the schools that they select to participate in the Reading First program.

The review process for this grant program will be standards-based. Grant applications must meet each of the criteria in the *Meets Standard* category of the evaluation rubric to receive funding. Applications that meet all the relevant standards may request funding in the range of \$100,000 to \$150,000. The total allocation for each district or consortium of districts will depend upon the expense of the selected program(s) of instruction, number/percentage of K-3 students reading below grade level, staff population, and other local considerations.

Districts may qualify for additional funding by meeting the criteria within the *Exemplary* category of the scoring rubric in addition to those in the *Meets Standard* category. Funding for schools that address the *Exemplary* category criteria may exceed \$200,000. The state has reserved \$1.2 million of the total \$7.2 million available for grants to provide additional funding for exemplary applications.

Pursuant to the requirements of the federal enabling legislation, each LEA that successfully competes for a subgrant will receive at least the same percentage of the state's total Reading First subgrant funds as it received of the total Title I, Part A funds received by all Colorado LEAs for the preceding fiscal year. Keep in mind, however, that Colorado Reading First requires a minimum funding level of \$100,000 for local grants that successfully compete for these funds.

District leaders and the K-3 teachers and building leaders in schools that receive Reading First funds will be expected to participate in a range of state level professional development activities during the grant terms, including participation in the Colorado Comprehensive Reading Academy (CCRA). Substitute time, stipends, and travel expenses should be built into the proposal's budget. See Attachment B for an overview of the state's plans for Reading First professional development and technical assistance.

Questions: Contact Jan Silverstein, Reading First Director, at 303-866-6635 or email Silverstein_J@cde.state.co.us or Lynn Bamberry, Reading First Local Grants Coordinator, at 303-866-6813 or email Bamberry_L@cde.state.co.us

Duration of Grants

Grants will be awarded for a three-year period, subject to an annual demonstration of adequate yearly progress in reading. The grant year will run from April through June in Year 1. Years 2 and 3 will run from July through June.

Eligible Applicants

In Colorado, LEAs that are eligible for Reading First funds will have:

- 25% or more K-3 students in the district reading below grade level according to CBLA (Colorado Basic Literacy Act) criteria **Or**
- 35% or more elementary schools in the district designated low or unsatisfactory on the fall 2001 School Accountability Reports (SAR) **Or**
- Any school in the district designated unsatisfactory on the fall 2001 SARs

AND

- Jurisdiction over an empowerment zone or enterprise community **Or**
- 25% or more schools in the district identified for Title I School Improvement **Or**
- 18% or more of children in the district who are counted under Title I, Part A **Or**
- Any school in the district on Title I corrective action

This definition meets the following criteria established in the Act:

1. The eligible LEAs are among the LEAs in the State of Colorado with the highest numbers or percentages of K-3 students reading below grade level; and
2. The eligible LEAs have jurisdiction over at least one of the following:
 - A geographic area that includes an empowerment zone or an enterprise zone.
 - A significant number or percentage of students or schools identified for Title I school improvement.
 - The highest numbers or percentages of children who are counted for allocations under Title I, Part A.

See Attachment A for a listing of eligible districts. Note: Federal law requires that competitive priority be given to eligible local educational agencies that meet at least one of the following criteria:

1. At least fifteen percent of the students served by the eligible local educational agency are from families with incomes below the poverty line; or
2. At least 6,500 children served by the eligible local educational agency are from families with incomes below the poverty line

Under the Colorado eligibility criteria described above, every eligible district will meet the competitive priority contained in federal law.

Consistent with federal Education Department General Accounting Regulation (EDGAR) requirements, two or more local educational agencies may apply as a consortium. Each local educational agency within the consortium must meet the eligibility requirements above. Information about the consortium is requested on the cover sheet and signature page. Districts may want to coordinate resources for a consortium through the BOCES that services the districts.

A local educational agency that receives a Reading First subgrant may only distribute funds to schools within that LEA that both:

1. Are among the schools served by the LEA with the highest percentages or numbers of students in kindergarten through grade 3 reading below grade level, based on the most currently available data; and
2. Are identified for school improvement under section 1116(b) of ESEA or have the highest percentages or numbers of children counted under section 1124(c).

(District selection of schools to be served is addressed on page 14 within the criteria and directions for completing the application narrative.)

Charter School Eligibility: A charter school may receive funding through its LEA's grant if it meets the eligibility criteria.

Support for Existing Reading Programs: Eligible districts may use Reading First funds to support schools that have already begun to implement a reading program based on scientifically based reading research, including schools that have received Colorado Reading Excellence Act or Read to Achieve grants. Reading First funds may be applied to expand and strengthen existing programs, however, only if these programs meet all the criteria and requirements of the Reading First program as set out in federal law. Particularly important will be the focus of Reading first on improving literacy instruction using SBRR in K-3 classrooms building-wide.

Private School Funding: Funds awarded to State educational agencies and local educational agencies under Reading First are subject to the requirements of Section 9501 of ESEA (Participation by Private School Children and Teachers). The statute requires LEAs to provide private school children and their teachers or other educational personnel with educational services that address their needs related to Reading First on an equitable basis with public school children and teachers. LEAs must provide these services in a timely manner.

Funds provided for educational services and other benefits for private school children and their teachers must be equal, taking into account the number and educational needs of the children to be served, to the funds provided for participating public school children.

All services and benefits provided to private school children and their teachers under Reading First must be secular, neutral, and non-ideological.

Local educational agencies seeking Reading First subgrants must consult with appropriate private school officials during the design and development of their Reading First plans on such issues as determining eligibility of private school children (see question H-20); identifying the children's needs; what services will be offered; how, where, and by whom services will be provided; and how the services will be assessed.

In general, private school children in the areas served by public schools receiving Reading First funds would be eligible. This determination can be made *either* by the residence of private school children in the attendance area of a public school receiving Reading First funds or by the location of a private school in the attendance area of a public school receiving Reading First funds.

Federal Requirements for Grant Activities

Use of Funds

- Funds must be used to supplement and not supplant any moneys currently being used to provide eligible students with reading services or programs.
- LEAs can use Reading First funds only for activities based on scientifically based reading research.
- No planning activities may be funded by this program.
- An eligible local educational agency that receives a subgrant may use up to 3.5 percent of its Reading First funds for its own administration purposes.

Program Design

Federal guidelines governing the use of Reading First funds require that proposed Reading First activities and plans must include, but need not be limited to:

1. **Instructional reading assessments** -- Selection and administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments with proven validity and reliability. These assessments must measure progress in the essential components of reading instruction and identify students who may be at risk for reading failure or who are already experiencing reading difficulty.

2. **Reading program** -- Selection and implementation of a program of reading instruction based on scientifically based reading research that includes the essential components of reading instruction and provides such instruction to children in kindergarten through grade 3 in the schools served by the LEA, including children:
 - a. With reading difficulties
 - b. At risk of referral to special education based on those difficulties
 - c. Evaluated under section 614 of the Individuals with Disabilities Education Act but not identified as having a disability [in accordance with IDEA section 614(b)(5) and as defined in section 602]
 - d. Served under IDEA primarily due to a specific learning disability related to reading (as defined in IDEA section 602)
 - e. Deficient in the essential components of reading instruction
 - f. Identified as having limited English proficiency

A high-quality reading program that is based on scientifically based research must include instructional content based on the five essential components of reading instruction integrated into a coherent instructional design. A coherent design includes explicit instructional strategies, coordinated instructional sequences, ample practice opportunities and aligned student materials. The design should also consider the allocation of time, ensuring a protected, uninterrupted block of time for reading instruction.

3. **Instructional materials** - Selection and implementation of supplemental and intervention programs and materials which support the teaching of the five components of reading, include effective program elements and are based on scientifically based reading research.
4. **Professional development** -- Professional development for teachers of kindergarten through grade 3, and special education teachers of kindergarten through grade 12 that will prepare these teachers in all of the essential components of reading instruction. Professional development must be provided that will assist teachers in becoming fully qualified for reading instruction. Providers of professional development must base training in reading instruction on scientifically based reading research. Professional development must address:
 - a. Information, instructional materials, programs, strategies and approaches based on scientifically based reading research, including early intervention, classroom reading materials, and remedial programs and approaches and
 - b. Instruction in the use of screening, diagnostic, and classroom-based instructional reading assessments and other procedures that effectively identify students who may be at risk for reading failure or who are having difficulty reading
5. **Evaluation strategies** - Collection and summary of valid and reliable data to document the effectiveness of Reading First in individual schools and in the LEA as a whole and to stimulate and accelerate improvement by identifying the schools that produce significant gains in reading achievement.
6. **Reporting** - The LEA must report data for all students and categories of students described in section 1111(b)(2)(C)(iv)(II) of the No Child Left Behind Act.

7. **Access to reading material** - Promotion of reading and library programs that provide access to engaging reading material.

The federal review process for awarding Reading First grants to states applied additional requirements related to the design of local Reading First programs, such as instructional leadership and district-provided technical assistance. The rubric that the state (operating through an expert review panel) will apply to review local subgrant applications incorporates all of these federal requirements.

Colorado Reading First Commitments

The following summary of commitments expected of Reading First participants (teachers, schools, districts and the state) is intended to help potential applicants understand the Reading First program design and requirements, and the dynamic partnership that will evolve among participants over the three-year term of the grants.

1. **Reading teachers** (all K-3 teachers, K-12 special educators, ELA teachers, and reading specialists) in Reading First schools will:
 - Be willing to rethink current practices and modify those that are ineffective based on examination of student data and scientifically based research on reading;
 - Understand how children learn to read;
 - Have both a theoretical and practical knowledge of the five elements of comprehensive reading instruction and their relationship to one another;
 - Administer screening, diagnostic and classroom assessments to identify students experiencing reading difficulty and design appropriate instructional interventions; and
 - Participate in Reading First professional development activities, including the Colorado Comprehensive Reading Academies (CCRAs) and building-level coaching.
2. Reading First **schools** will:
 - Budget sufficient funds and time to participate in all Reading First coordinated training sessions for eligible LEAs/schools including:
 - Foundations (10 day), Intermediate (4 day), Advanced (2 day) levels over the three-year grant period. LEAs may request a waiver of participation in full CCRA professional development based upon evidence of prior study and demonstration of performance expectations,
 - Monthly grade-level meetings (teachers, principal, support staff, coach)
 - In-class coaching of teachers (suggested minimum - 2 sessions per month for each teacher and no more than 30 teachers per literacy coach),
 - At least 20 hours per year of in-school staff development.
 - Employ a full time literacy coach to support the implementation of SBRR classroom practices by all K-3 teachers including special needs, ELL and Title I.
 - Assure that K-3 teachers will meet performance expectations of the three levels of training (Foundations, Intermediate and Advanced) over the duration of the grant.
 - Assure that teacher performance in classrooms meets Reading First performance expectations within a reasonable period of time.
 - Address K-3 content standards and grade level expectations in reading.
 - Address issues of teacher stability and exercise available Title II options for leveraging resources to support Reading First goals.
 - Promote and coordinate reading, library and literacy programs to provide access to engaging reading materials.
 - Evaluate the impact of Reading First activities on student achievement and participate in the external evaluation of the Reading First initiative.

3. The Reading First **LEAs** will:

- Assure access to high-quality, ongoing results-based professional development (including coaching) for all K-3 teachers in eligible schools that emphasizes classroom instruction and rigorous classroom assessments based on SBRR, including the five essential components of reading (phonemic awareness, systematic phonics, fluency, vocabulary and reading comprehension).
- Make sure each building literacy coach receives ongoing training and support.
- Make sure both district and building leadership for Reading First activities have the qualifications and have committed the time necessary to accomplish student achievement gains.
- Assist all eligible schools in selecting and using classroom assessments to screen, identify and diagnose reading difficulties in K-3 students.
- Assure that the reading instruction programs, strategies and interventions to be implemented by participating schools are aligned with district accreditation/literacy plans and clearly based on scientifically based reading research.
- Support eligible schools in using data to monitor student progress and accelerate performance.
- Foster principals' leadership in the participating schools in support of Reading First activities.
- Assure that funds are being leveraged with other local, state and federal funds (e.g., Titles I, II, III and V) and that accountability for cost-effective management is provided.

4. The **state leadership** for Reading First, including the Colorado Department of Education, will:

- Work with in-state and external experts to make the best use of scientifically based reading research related to planning professional development and technical assistance opportunities for Colorado K-3 teachers.
- Clearly define the expectations that eligible local schools must meet when they participate in Reading First, including the very clear reliance on scientifically based reading research (SBRR), and fund only those applications that meet a rigorous definition.
- Develop, identify and provide high-quality professional development to enable K-3 classroom teachers to teach reading effectively.
- Define teacher performance expectations for Foundations, Intermediate and Advanced levels of training that must be met through Colorado Comprehensive Reading Academy participation.
- Provide training, technical assistance and advocacy to build the capacity of eligible LEAs/schools to implement SBRR in reading instruction, classroom assessment and professional development.
- Make sure the expertise and time available for technical assistance is sufficient to support the work of the district and school leadership teams and allows intervention in a timely manner where necessary.
- Apply accountability through (1) the state's policy infrastructure, (2) monitoring Reading First activities and impact, (3) requirements for adequate yearly progress in reading to secure continuation funding and (4) the external evaluation of the initiative.
- Make effective use of e-based supports for learning over the six-year duration of the grant to assure statewide access to the most current information on implementing SBRR in Colorado K-3 classrooms.
- Disseminate what works - both to help the Reading First sites succeed and to share the work of the Reading First sites with other districts and schools in the state.

- Coordinate Reading First with other literacy-related reform initiatives to deepen understanding of SBRR in all state literacy activities and to promote the cross-fertilization of ideas.

Submission Process and Deadline

Please submit the original and six copies of the application to CDE.

Hand-delivered applications must be received by CDE by **4 pm, Monday, March 3, 2003.**

Mailed applications must be postmarked on or before February 24, 2003. Incomplete or late proposals will not be considered. Faxes will not be accepted.

Mail or hand-deliver your proposals to:
 Anetta Stevens
 Competitive Grants & Awards Unit
 Colorado Department of Education
 201 East Colfax, Room 501
 Denver, CO 80203

Application Components

Proposals need to be submitted in the following order to assure consistent application of the evaluation criteria.

- Part I: Cover Page/Signature Page/Executive Summary/Table of Contents
- Part II: Narrative - Sections 1- 5
- Part III: Budget Form

Applicants seeking to meet the Exemplary review criteria for the Management Plan section of the application may attach resumes of key personnel. No other appendices will be allowed.

Application Format

- Total narrative of the application should range from 25 to 50 pages depending upon the number of schools/districts participating and whether the application is targeting the *Exemplary* review criteria in addition to the *Meets Standard* review criteria.
- All pages must be standard letter size, 8-1/2" x 11" using 12-point font single-spaced.
- Use a document footer with the name of the district. Use 1-inch margins. Number all pages.
- The signature page must include signatures of the school district(s) authorized representative(s) and principals of the implementing schools.
- Successful applicants will be required to submit disclosure and assurance pages with original signatures.
- Staple or tape bind the pages of the original and of each copy. DO NOT use paperclips, rubber bands, or report covers.

Letter of Intent

Eligible LEAs that plan to submit an application for funding must complete and submit the Intent to Apply form (Attachment C) by November 1, 2002.

Technical Assistance

To assist eligible applicants, CDE will offer a series of training workshops to applicant teams from October through early December. At these sessions, participants will receive step-by-step assistance in the grant development process. Participation in these workshops is a requirement for submission of a Reading First subgrant application. Consideration will be given to alternate means of meeting this requirement, including distance communication.

Sessions will be tailored for district leaders as well as building leadership teams to address explicit expectations regarding the five essential components of reading, determining scientific research base for assessments and activities, leadership expectations, and professional development. See Attachment D for registration information.

In addition, individual consultation in the writing, planning, and revision of your proposal is available at no charge. You may contact one of the following consultants with expertise in SBRR, assessment, school improvement, and addressing the grant criteria directly for feedback or to assist you in the planning process for your proposal:

Nancy Hawkins	303-333-0709	nancehawk@aol.com
Judy Huddleston	303-451-6376	judy_huddleston@ceo.cudenver.edu
Jim Page	970-242-6272	pagejg39@hotmail.com

The following web sites may be of use in accessing information on proven, research-based reading programs:

- ✓ **Reading First**, www.ed.gov/offices/OESE/readingfirst/index.html
- ✓ **Partnership for Reading**, <http://www.nifl.gov/partnershipforreading>
- ✓ **National Reading Panel Report**, <http://www.nationalreadingpanel.org>
- ✓ **National Institute for Literacy**, <http://www.nifl.gov>
- ✓ **Center for Improvement of Early Reading Achievement**, <http://www.ciera.org/ciera>
- ✓ **National Research Center on English Learning and Achievement**, <http://cela.albany.edu>
- ✓ **International Reading Association**, <http://www.reading.org>
- ✓ **Northwest Regional Educational Laboratory**, <http://www.nwrel.org>
- ✓ **Colorado Literacy Connections** <http://www.cde.state.co.us/literacy/index.htm>

Review Process/Timeline

The design of the Reading First Grant proposal is different from other competitive grants administered by the CDE in a significant respect: While the overall framework of the grant process will be competitive, the review of Reading First Applications will be standards-based. LEA applications will not be funded unless they attain a high minimum score (80 percent of the total) on **each** section of the application. This approach to scoring will prevent an application that has deficiencies in one section of the plan from compensating for those defects with high scores on other sections. In this way, the review process will ensure that funded local Reading First plans address all the critical components related to literacy instruction required by the No Child Left Behind Act, and that these components are aligned into a coherent whole.

A panel of experts selected by the Leadership Team will review and make recommendations regarding funding of local grants. The panel will include individuals with expertise in SBRR, professional development, program management and administration, and instructional assessments. The review process will begin no more than two weeks after the deadline for grant submission. A team, consisting of a minimum of three members of the expert review panel, will review each application. All applicants will receive written feedback from the review panel. Site visits will be scheduled as needed.

Meets Standards. All grant applications must address each of the criteria in the *Meets Standard* category. Only applications that receive a score of 108 (out of the 134 possible points in the *Meets Standard* category) will be *considered* for funding, reflecting the requirement of a minimum score of 80% for each section. District applications that address the *Meets Standards review criteria* may receive up to \$150,000 per site.

Exemplary Performance: To qualify for additional funding, districts may address the criteria within the *Exemplary* category of the scoring rubric in addition to the *Meets Standard* section. Only applicants with a score of 80 (out of the 100 total points in the *Exemplary* category) will be considered for Exemplary funding. Total funding for applications that meet the Exemplary review criteria may exceed \$200,000/site.

In the event any part of the \$7.2 million allocated for local subgrants remains after this competition, CDE will invite eligible districts to revise their plans (guided by feedback provided by the expert review panel and additional technical assistance) and resubmit their applications on or before May 15, 2003.

Evaluation and Reporting

To determine the success of the Reading First programs operated by districts and schools that receive grants through this program, the Colorado Department of Education will contract an external evaluation of the statewide Reading First effort.

All districts must document in the annual progress report(s) to CDE and the public the following evidence:

1. Reading achievement scores indicating adequate yearly progress for each of the schools participating and for the district as a whole including scores that are disaggregated by low-income, major racial/ethnic groups, LEP and special education for K-3 students in the Reading First schools.
2. Evidence from the district of intervention and/or discontinuation of Reading First funding in schools not making adequate progress.
3. Evidence that the activities presented in the LEA's Reading First subgrant application are being implemented as planned or an explanation for any changes in activity.

In addition, as a condition of receiving Reading First funds, the State of Colorado has provided an assurance that the state and funded LEAs will participate in the national evaluation of the Reading First program upon request.

READING FIRST GRANT PROGRAM

Part I: Cover Page/Executive Summary

School District/BOCES Information:

Name of District/BOCES: _____	Contact Person: _____
Authorized Representative: _____	Title: _____
Title: _____	Address: _____
Address: _____	_____
_____	City: _____ Zip: _____
City: _____ Zip: _____	Phone: _____ Fax: _____
Phone: _____ Fax: _____	Email: _____
Email: _____	Fiscal Manager: _____ Phone: _____

School Building Information:

1. Name of School: _____	Name of Principal: _____
Address: _____	
Phone: _____	Fax: _____ Email: _____
2. Name of School: _____	Name of Principal: _____
Address: _____	
Phone: _____	Fax: _____ Email: _____
<i>* If more buildings are participating, please attach a sheet with the above information for each additional school.</i>	

Regions:

Please put a check next to the region(s) that this proposal will directly impact: <input type="checkbox"/> North Central <input type="checkbox"/> Northwest <input type="checkbox"/> West Central <input type="checkbox"/> Southwest <input type="checkbox"/> Southeast <input type="checkbox"/> Northeast <input type="checkbox"/> Metro <input type="checkbox"/> Pikes Peak
--

Amount Requested: (NOTE: requested dollar amount must be filled in for each of the three years.)

Year One \$ _____ Year Two \$ _____ Year Three \$ _____ TOTAL \$ _____

Intended Selection Criteria: (please check one)

<input type="checkbox"/> Meets Standard <input type="checkbox"/> Exemplary
--

Executive Summary:

Provide a brief narrative description (500 words or less) outlining your proposed Reading First Program, highlighting how you will use SBRR practices and how you will implement the coaching and teacher development components. Please use a separate sheet of paper (sheet does not count in total page limit).

READING FIRST GRANT PROGRAM

Part I: Signature Page

Please complete the information in the box below that is appropriate to your grant application.

Single District Application Signatures:

Name of School District Board President: _____

Signature of Board President: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

**If more buildings are participating, please attach a sheet with the additional school names and principal signatures.*

Multi-District Consortium Application Signatures:

1. Name of School District: _____

Name of Board President: _____ Signature of Board President: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

2. Name of School District: _____

Name of Board President: _____ Signature of Board President: _____

Name of School: _____ Signature of Principal: _____

Name of School: _____ Signature of Principal: _____

**If more districts and/or schools are participating, please attach a sheet with the above information for each additional school/district.*

In consideration of the receipt of these grant funds, the Board agrees to the assurances and disclaimers attached.

Part II: Application Narrative

Please provide a Table of Contents and follow the application format directions on page 9 in completing the application narrative.

Selection Criteria and Scoring

The criteria and point totals within the evaluation rubrics below are presented to provide specific guidance for the narrative section of the grant application. To be approved for funding, applicants must meet **each** of the criteria within the *Meets Standards* category for **each** of the sections of the grant application. To receive additional funding for more ambitious proposals, applicants must address the criteria under the *Exemplary* category in addition to the *Meets Standards* expectations.

Section I: Selection of Schools to Be Served

Meets Std 15 pts total

Exemplary 4 pts total

Districts must present rationale and criteria for school selection that address the Reading First eligibility guidelines and present a case for both district and building capacity to "make a difference" with these funds.

Exemplary 3-4 pts	Meets Standards 12-15 pts	Does Not Meet Standards
<ul style="list-style-type: none"> Proposal identifies schools that meet the eligibility criteria but will not be served are identified Proposal describes how eligible schools demonstrate readiness/capacity to make needed changes, e.g., staff support, addressing stability issues, exercising available Title I options 	<ul style="list-style-type: none"> Proposal describes criteria and rationale used in the selection of schools related to academic need and poverty Proposal identifies schools to be served and provides evidence that each school selected meets Reading First eligibility requirements Proposal describes how the number of schools identified is reasonable and appropriate considering the number of schools in the district that meet eligibility requirements Proposal describes how the award will result in sufficient funding at each school to support the program Proposal describes the district's capacity to support the number of schools proposed (This part of the application may cross reference the management plan.) 	<ul style="list-style-type: none"> Proposal does not describe criteria used to identify schools Identified schools do not meet eligibility requirements of Reading First Number of schools identified is inconsistent with need, effective implementation, or district capacity to support schools

MS Score ____/15 points

Exemplary Score ____/4 points

Comments:

Section II: Required Activities of the Reading First Program

The narrative will need to address each of the elements below.

Element 1: Instructional Reading Assessments

Meets Std 10 pts total

Exemplary 10 pts total

This element addresses the role that rigorous screening, diagnostic, and classroom-based assessments play in making sure barriers K-3 students face in learning to read are identified early for effective intervention. Districts and selected schools must select and use these valid and reliable assessments within their instructional programs. Specific guidelines for the selection of these assessments will be available at the pre-application workshops.

Exemplary 8 - 10 pts	Meets Standards 8 - 10 pts	Does Not Meet Standards
<ul style="list-style-type: none">• Proposal describes how information from assessments will be used to make instructional decisions for K-3 students and to inform decisions about appropriate interventions• Proposal provides the schedule for assessment administration• Proposal identifies assessments that are appropriate for the skills and goals of particular grades within the selected schools	<ul style="list-style-type: none">• Proposal describes the selection and administration of rigorous screening, diagnostic, and classroom-based instructional reading assessments• Proposal provides evidence of the proven validity and reliability of the selected assessments• Proposal describes alignment of the assessments with the instructional programs of the selected schools	<ul style="list-style-type: none">• Proposal inadequately demonstrates use of valid and reliable screening, diagnostic, and classroom based instructional assessments that are aligned with the instructional program

MS Score ____/10 points

Exemplary Score ____/10 points

Comments:

Element 2: Instructional Strategies and Programs

Meets Std 20 pts total
Exemplary 20 pts total

The federal Reading First program includes explicit expectations for identifying instructional programs and strategies based on SBRR that will address the five essential components of reading and enable all K-3 students to become proficient readers. For this reason, Element 2 carries more weight (20 points) than any other Reading First element other than Element 5: District-Provided Professional Development. Through the available pre-application materials, workshops, and consultation, Reading First state leaders will work with applicants to make the informed choices necessary to address the criteria of Element 2.

Exemplary 16-20 pts	Meets Standards 16-20 pts	Does Not Meet Standards
<ul style="list-style-type: none">• Proposal describes how these instructional strategies will be aligned with Colorado's Reading Content and Performance Standards and Reading CSAP• Proposal describes how these instructional strategies will include explicit and systematic instructional strategies related to the five components of reading, coordinated instructional sequence, alignment with instructional materials, and ample practice opportunities• Proposal presents record of student achievement gains and effective use of prior grant dollars implementing reading instruction based upon scientifically based reading research, e.g. Read to Achieve or Colorado Reading Excellence Act grant implementation within eligible schools	<ul style="list-style-type: none">• Proposal describes how instructional strategies are based on SBRR• Proposal describes how comprehensive reading programs based on SBRR will be selected and implemented to provide instruction for <i>all</i> K-3 students• Proposal describes how instructional strategies and programs will address the five essential components of reading• Proposal describes how the instructional strategies and programs will enable students to be proficient readers• Proposal describes how instructional strategies based on SBRR will be used to accelerate performance and monitor progress of students who are reading below grade level• Proposal describes how comprehensive reading programs based on SBRR will be implemented without layering selected programs on top of non-research based programs already in use	<ul style="list-style-type: none">• Proposed instructional strategies are not based on SBRR• Proposed process for selecting and implementing reading program lacks basis in SBRR• Proposed strategies programs do not teach the five essential components of reading• Proposed program is not complete for use as a comprehensive instructional program

MS Score____/20 points
Exemplary Score____/20 points

Comments:

Element 3: Instructional Materials

Meets Std 7 pts total
Exemplary 7 pts total

This element addresses instructional materials, including supplemental and intervention programs and materials. Districts and selected schools must have a plan for selecting and using these instructional materials for their intended purposes and integrating them into the comprehensive reading program.

Exemplary- 6 -7 pts	Meets Standard- 6 -7 pts	Does Not Meet Standard
<ul style="list-style-type: none">• Proposal describes how these instructional materials will include focus on the five components of reading, explicit and systematic instructional strategies, coordinated instructional sequence, alignment with the comprehensive reading program, and ample practice opportunities	<ul style="list-style-type: none">• Proposal describes selection and implementation of instructional materials based on SBRR, including supplemental and intervention programs and materials, that are integrated and coordinated with the comprehensive reading program• Proposal contains assurances that instructional materials will be used for their intended purposes, e.g., supplemental, intervention	<ul style="list-style-type: none">• Instructional materials are not aligned with comprehensive reading program• Instructional materials will be used for a purpose other than their intended purpose (e.g. using supplemental materials as the comprehensive reading program)

MS Score ____/7 points

Exemplary Score ____/7 points

Comments:

Element 4: Instructional Leadership**Meets Std 10 pts total****Exemplary 10 pts total**

Successful implementation of the Reading First goals will depend on the quality and commitment of the building and district leadership provided. Districts must indicate how they will assure that leaders at both building and district levels have the requisite expertise in SBRR.

Exemplary 8- 10 pts	Meets Standard 8-10 pts	Does Not Meet Standard
<ul style="list-style-type: none">• Proposal identifies a district leader with sufficient authority who has responsibility for aligning the reading curriculum to Colorado, evaluating district and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring of student and teacher data• Proposal provides for required training for principals and building leaders in the essential components of reading and the specific instructional programs and materials in use in their buildings, including the scientific based, implementation process and progress monitoring related to these programs and materials• Proposal assures continuity of instructional leadership at the school level to the extent possible	<ul style="list-style-type: none">• Proposal identifies who will provide instructional leadership at the district and building levels and describes expertise, time commitment to Reading First and duties and responsibilities• Proposal describes how training for principals and building leaders will be provided in the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring• Proposal describes how district personnel will be trained in SBRR and improving reading instruction	<ul style="list-style-type: none">• Designated individuals do not have clearly defined duties and responsibilities to provide instructional leadership• Proposal fails to provide training for principals building leaders, or district personnel related to improving reading instruction

MS Score____/10 points**Exemplary Score____/10 points****Comments:**

Element 5: District-Provided Professional Development

Meets Std 20 pts total

Exemplary 20 pts total

Reading First programs must provide results-based staff development to reading educators at grantee schools that includes several required components (such as literacy coaches) set out in the review criteria. Applicants also must support the participation of these educators in state-level professional development activities (refer to Appendix B), particularly the Comprehensive Colorado Reading Academies (CCRA). To assist LEAs in developing SBRR-driven professional development programs that meet the requirements of federal law and coordinate with state level activities, CDE will provide research summaries, tools, and individualized technical assistance during the Reading First training workshops.

Note: The expectation is that all literacy teachers in grantee sites will benefit from participation in the CCRA, regardless of the specific reading program their district/school will be implementing. Any deviation from this expectation will require compelling evidence that the requesting LEA is providing training of the same depth, scope, and fidelity to SBRR through its local professional development plan.

Exemplary 16 - 20 pts	Meets Standard 16 - 20 pts	Does Not Meet Standard
<ul style="list-style-type: none">• Proposal describes how professional development needs of teachers will be assessed and how professional development plans will be designed around those specific needs• Proposal describes a varied and full range of professional development experiences that are intensive, focused and of sufficient duration to achieve the purposes and goals of the training will be provided• Proposal describes how teachers will be provided adequate time for learning and implementing scientifically based reading instruction, including time for study, observation, practice, application, and evaluation• Proposal describes how district will coordinate professional development with an Early Reading First grantee or Colorado Preschool Program or other birth through five program	<ul style="list-style-type: none">• Proposal describes how results-based professional development of K-3 teachers and K-12 special education teachers will be provided, including use of literacy coaches (minimum one for every 30 teachers) who will provide at least two coaching sessions per month to participating teachers• Proposal describes how the results-based professional development will include intensive and focused attention to (i) essential components of reading instruction, (ii) implementing programs, and strategies based on SBRR that utilize appropriate materials in the classroom and library, and (iii) screening, diagnostic, and classroom-based instructional assessments using a variety of delivery methods• Proposal describes how both initial preparation and ongoing support in implementing new strategies and programs will be provided.• Proposal identifies the qualifications (related to SBRR) of the individuals who will provide professional development	<ul style="list-style-type: none">• Proposed professional development plan is inadequate or not adequately coordinated with classroom instruction• Proposed plan relies on single-event workshops as the main delivery mechanism for professional development• Identified professional development providers have inadequate expertise and knowledge of SBRR instruction• Proposed plan is not aligned with state's professional development plan or will lead to duplication of efforts

Exemplary 16 - 20 pts	<ul style="list-style-type: none"> Meets Standard 16 - 20 pts 	Does Not Meet Standard
	<ul style="list-style-type: none"> Proposal describes how ongoing support for trainers and coaches will be provided Proposal describes how knowledge about use of Colorado's reading content and performance standards and CSAP will be included in professional development activities Proposal describes how targeted professional development will be provided for teachers who need additional assistance 	

MS Score____/20 points
Exemplary Score____/20 points

Comments:

Element 6: District-Provided Technical Assistance**Meets Std 7 pts total****Exemplary 7 pts total**

This element works hand-in-hand with element 5 in requiring a clear plan of technical assistance for the selected schools (through district and/or state resources) that will provide the level of support necessary to make needed changes at the school site, especially related to ongoing evaluation.

Exemplary 6 - 7 pts	Meets Standards 6 - 7 pts	Does Not Meet Standards
<ul style="list-style-type: none">• Proposal describes how local professional development will be coordinated with state professional development and technical assistance related to improving reading achievement• Proposal describes how high quality technical assistance will include:<ul style="list-style-type: none">▪ identifying professional development needs▪ implementing professional development▪ developing SMART goals▪ budgeting▪ managing data	<ul style="list-style-type: none">• Proposal describes how district will provide high quality assistance to school(s) or coordinate with CDE or other outside experts to provide the assistance• Proposal describes how district will assist schools in evaluating their Reading First programs	<ul style="list-style-type: none">• Proposal contains inadequate plans to provide technical assistance to participating schools

MS Score ____/7 points**Exemplary Score ____/7 points****Comments:**

Element 7: Evaluation Strategies

Meets Std 15 pts total

Exemplary 5 pts total

The evaluation plan required in this element begins with SMART goals (specific, measurable, attainable, research-based, and time-phased), emphasizes documentation of effectiveness in implementing the Reading First goals that allows timely and effective intervention, and requires disaggregated data regarding student performance.

Exemplary 4-5 pts	Meets Standards 12 - 15 pts	Does Not Meet Standards
<ul style="list-style-type: none">Proposal describes how evaluation plan incorporates valid and reliable measures that will be used to document the effectiveness of the Reading First activities within individual school(s) and the district as a whole	<ul style="list-style-type: none">Proposal identifies goals/objectives consistent with the desired outcomes and required activities of the Reading First program (Goals must be stated in SMART terminology - specific, measurable, attainable, research-based, and time-phased.)Proposal describes how evaluation plan will document effectiveness of Reading First activities within identified schools and district as a wholeProposal describes how district will report performance of all K-3 students in schools that qualify for the program (post-assessment data). Expected results will be disaggregated to reflect the population of students participating within your school(s), e.g., low-income students, African American students, Hispanic students, students with disabilities, and English Language Learners (ELL)Proposal describes how the district will use school evaluation data to determine need for intervention and/or discontinuation of grant funds based on performance	<ul style="list-style-type: none">Proposal lacks a clear plan to document the effectiveness of local Reading First activities for individual schools and the LEA as a wholeProposal lacks a clear plan to make decisions based on evaluation outcomes, including interventions with and/or discontinuation of schools not making significant progress

MS Score ____/15 points

Exemplary Score ____/5 points

Comments:

Element 8: Access to Print Materials

Meets Std 5 pts total
Exemplary 5 pts total

Access to print materials through libraries is important to meeting the reading needs of K-3 students, e.g., summer reading programs, cooperative partnerships between the school and public libraries to obtain additional reading materials, and obtaining materials from Colorado Talking Book Library for special needs students. Effective coordination of classroom and library reading efforts is the focus of element 8.

Exemplary 4 - 5 pts	Meets Standards 4 - 5 pts	Does Not Meet Standards
<ul style="list-style-type: none">Proposal describes how districts and selected schools will promote reading and library programs that provide student access to a wide array of engaging reading materials, including <i>both expository and narrative</i> texts and coordination with programs funded under the Improving Reading through School Libraries program, if applicable	<ul style="list-style-type: none">Proposal describes how reading and library programs will be promoted that provide student access to engaging reading materials	<ul style="list-style-type: none">Proposal fails to promote reading and library programs that provide students with access to engaging reading materials

MS Score ____/5 points
Exemplary Score ____/5 points

Comments:

Section III: Management Plan/Coherence

Meets Std 15 pts total

Exemplary 7 pts total

To make a difference with the Reading First funds, districts must assure the qualifications of district and building leadership, a feasible timeline for activities, and the ability to manage and leverage resources and initiatives so that unnecessary duplication of effort does not occur.

Exemplary 5 - 7 pts	Meets Standards 12 - 15 pts	Does Not Meet Standards
<ul style="list-style-type: none">• Proposal provides convincing evidence of staff commitment to implement this program.• Proposal provides evidence, such as resumes, that district Reading First staff have experience and knowledge of scientifically based reading instruction.• Proposal describes how the district will coordinate its Reading First initiative with other literacy programs in the district and infuse the principles of scientifically based research into all programs• Proposal makes effective use of other federal professional development resources, e.g., Titles I, II, III, and V	<ul style="list-style-type: none">• Proposal demonstrates that the proposed staff for administering local Reading First activities is adequate (in size and qualifications) to support the number and needs of the selected schools• Proposal includes a detailed timeline of activities for carrying out the required elements of the Reading First program• Proposal demonstrates that the allocation of resources will be sufficient to carry out the plan successfully• Proposal describes how the district will build on and promote coordination among literacy programs in the district to increase the effectiveness of these programs and to avoid duplication of Reading First efforts• Proposal demonstrates that all activities are integrated and will operate in a coherent and seamless fashion	<ul style="list-style-type: none">• Proposal does not include sufficient staff for carrying out LEA's Reading First plan• Proposal does not include a complete timelines of activities, including benchmarks• Proposal allocates inadequate resources to carry out Reading First plan

MS Score ____/15 points

Exemplary Score ____/7 points

Comments:

Section 4: Budget Page/Budget Narrative

Meets Std 10 pts total
Exemplary 5 pts total

Districts must provide a cost-effective budget and narrative justifying expenditures with clear indications of requests for *Meets Standard* dollars versus the optional *Exemplary* dollars available. The application needs to address leveraging dollars effectively across sources.

Exemplary 4 - 5 pts	Meets Standards 8 - 10 pts	Does Not Meet Standards
<ul style="list-style-type: none">Proposal describes how the proposed project will be continued once the grant dollars have expired. For example, how will quality SBRR-driven K-3 reading programs continue once the grant has expired?	<ul style="list-style-type: none">Proposal includes a cost-effective budget, both a line item and narrative description, <u>in addition</u> to using the attached budget summary form.The budget narrative and line items contain specifics for each year of the three-year grant. To assist readers in evaluating per pupil costs, clearly indicate the number of pupils to be servedProposal describes how these funds will be leveraged with other private, state or federal dollars, e.g., Title I funds. If you are partnering with other districts, describe how funds will be leveraged and how dollar efficiency will be increased	<ul style="list-style-type: none">Proposed budget is not cost-effectiveProposed budget lacks the necessary detail to allow readers to evaluate its cost-effectivenessProposal fails to show how LEA will leverage Reading First funds with other private, state or federal dollars

MS Score____/10 points
Exemplary Score____/5 points

Comments:

Section 5: Competitive Priority (used when addressing grants with otherwise identical scores)

District must build a case for the barriers listed below to qualify for the competitive priority.

- Evidence of barriers in accessing professional development resources based on size or geographic isolation
 - Receive Competitive Priority (based on barriers identified)**
 - Does not indicate barriers based on size or geographic isolation**

2003 Reading First Evaluation Rubric

Part II Application Narrative Summary of Scoring

	Meets Standards	Exemplary
Section I: Selection of Schools to be Served	___/15	___/ 4
Section II: Required Activities		
Element 1: Instructional Reading Assessments	___/10	___/10
Element 2: Instructional Strategies and Programs	___/20	___/20
Element 3: Instructional Materials	___/ 7	___/ 7
Element 4: Instructional Leadership	___/10	___/10
Element 5: District-Provided Professional Development	___/20	___/20
Element 6: District-Provided Technical Assistance	___/ 7	___/ 7
Element 7: Evaluation Strategies	___/15	___/ 5
Element 8: Access to Print Materials	___/ 5	___/ 5
Section III: Management Plan/Coherence	___/15	___/ 7
Section IV: Budget Page/Budget Narrative	___/10	___/ 5
TOTALS	___/134	___/100

GENERAL COMMENTS Please indicate support for scoring by including overall strengths and weaknesses from Sections I, II, and III, also taking into account whether the application is targeted at *Meets Standard* Only or *Exemplary* as well.

Strengths:

(1) _____

(2) _____

(3) _____

Weaknesses:

(1) _____

(2) _____

(3) _____

FUNDING RECOMMENDATIONS

Fund as written _____

Fund with changes ____
 Negotiate funding level ____
 Activity changes recommended ____

Reject ____

Recommended Changes:

Reviewer
 Signature _____

Date _____

**Space reserved for Budget Form, Instructions,
Assurances, and Disclaimers.**

http://www.cde.state.co.us/cdecomp/download/spreadsheet/R1st_ElecBudget.xls

Please refer to the website for budget information.

Colorado Reading First Eligible Districts

SCHOOL DISTRICT NAME	CITY	COUNTY
ADAMS COUNTY 14	COMMERCE CITY	ADAMS
ADAMS-ARAPAHOE 28J	AURORA	ARAPAHOE
AGUILAR REORGANIZED 6	AGUILAR	LAS ANIMAS
AKRON R-1	AKRON	WASHINGTON
ALAMOSA RE-11J	ALAMOSA	ALAMOSA
AULT-HIGHLAND RE-9	AULT	WELD
BENNETT 29J	BENNETT	ADAMS
BUENA VISTA R-31	BUENA VISTA	CHAFFEE
BUFFALO RE-4	MERINO	LOGAN
BURLINGTON RE-6J	BURLINGTON	KIT CARSON
BYERS 32J	BYERS	ARAPAHOE
CENTENNIAL R-1	SAN LUIS	COSTILLA
CENTER 26 JT	CENTER	SAGUACHE
COLORADO SPRINGS 11	COLORADO SPRINGS	EL PASO
DENVER COUNTY 1	DENVER	DENVER
DELTA 50J	DELTA	DELTA
ELLCOTT 22	ELLCOTT	EL PASO
FORT MORGAN RE -3	FORT MORGAN	MORGAN
GARFIELD 16	PARACHUTE	GARFIELD
GARFIELD RE-2	RIFLE	GARFIELD
GRANADA RE -1	GRANADA	PROWERS
GREELEY 6	GREELEY	WELD

SCHOOL DISTRICT NAME	CITY	COUNTY
HANOVER 28	COLORADO SPRINGS	EL PASO
HARRISON 2	COLORADO SPRINGS	EL PASO
HOLLY RE-3	HOLLY	PROWERS
HUERFANO RE-1	WALSENBURG	HUERFANO
JEFFERSON COUNTY R-1	GOLDEN	JEFFERSON
KARVAL RE-23	KARVAL	LINCOLN
LAMAR RE-2	LAMAR	PROWERS
LAS ANIMAS RE-1	LAS ANIMAS	BENT
MANZANOLA 3J	MANZANOLA	OTERO
MESA COUNTY VALLEY 51	GRAND JUNCTION	MESA
MIAMI/YODER 60 JT	RUSH	EL PASO
MOFFAT 2	MOFFAT	SAGUACHE
MONTEZUMA-CORTEZ RE-1	CORTEZ	MONTEZUMA
MONTROSE COUNTY RE-1J	MONTROSE	MONTROSE
MOUNTAIN VALLEY RE 1	SAGUACHE	SAGUACHE
NORTH CONEJOS RE-1J	LA JARA	CONEJOS
PUEBLO CITY 60	PUEBLO	PUEBLO
ROARING FORK RE-1	GLENWOOD SPRINGS	GARFIELD
ROCKY FORD R-2	ROCKY FORD	OTERO
SHERIDAN 2	ENGLEWOOD	ARAPAHOE
SIERRA GRANDE R-30	BLANCA	COSTILLA
SILVERTON 1	SILVERTON	SAN JUAN
SOUTH CONEJOS RE-10	ANTONITO	CONEJOS
TRINIDAD 1	TRINIDAD	LAS ANIMAS
WALSH RE-1	WALSH	BACA
WELD COUNTY RE-8	FORT LUPTON	WELD
WELDON VALLEY RE-20(J)	WELDONA	MORGAN
WILEY RE-13 JT	WILEY	PROWERS

Attachment B

Colorado Reading First Available Technical Assistance and Professional Development

Upcoming Technical Assistance Dates to Remember

1. **Tuesday, August 27** **Forum for District Leadership** **Denver**

2. **Wednesday, October 16** **Full Day Orientation** **Pueblo**
 Or
 Tuesday, October 22 **Full Day Orientation** **Front Range**
 Or
 Thursday, October 24 **Full Day Orientation** **Western Slope**
State experts provide information on research base for reading, recommendations for classroom assessments, and expectations of Reading First participation.

3. **Friday, November 1** **Letter of Intent Due to CDE**

4. **Wednesday, November 20** **Full Day Workshop** **Denver**
State and national experts assist in selecting instructional programs and strategies and provide further planning tools for implementing coaching and professional development.

5. **Thursday, December 5** **AM or PM Grant Writing Workshop** **Denver**
Using information from previous training and other technical support, teams focus on successful completion of application requirements.

Proposed Schedule for Local Grantee Participation in Colorado Comprehensive Reading Academies (CCRAs)

Year	Level	Type	Duration	Participants
2003	Foundations	Annual 10-day wrap-around commitment Specific schedule to be announced	5 days – summer 2 days – fall 1 day – Colo Reading First (CRF) Conference 2 days - spring	<ul style="list-style-type: none"> Grantee schools K-3 regular and SPED teachers plus site/district leaders
	Coaching	Annual 5-day wrap-around commitment (in addition to 10 days described above)	2 days – sum 1 day – fall 1 day – CRF Conference 1 day - spring	<ul style="list-style-type: none"> Building literacy coaches from grantee schools
2004	Intermediate	Annual 4 day	2 days – summer 1 day – CRF Conference 1 day - spring	<ul style="list-style-type: none"> Participants who have demonstrated Foundations skills
	Intermediate Coaching	As above	As above	<ul style="list-style-type: none"> Local grant literacy coaches
2005	Advanced	Annual 2 day (wrap-around)	1 day – summer 1 day – CRF Conference	<ul style="list-style-type: none"> Participants who have demonstrated Intermediate Skills

READING FIRST GRANT PROGRAM

Letter of Intent

TO: Jan Silverstein
Reading First Grant Program
Competitive Grants and Awards
Colorado Department of Education

SUBJECT: Intent to Submit

Please be advised that _____ School District/BOCES intends to submit applications for the following school(s) that has/have been determined eligible to apply for these funds. Teams representing the school(s) will participate in the November 20 and December 5 Reading First Grant Program training events.

School _____ Principal's Signature _____

School _____ Principal's Signature _____

School _____ Principal's Signature _____

School _____ Principal's Signature _____

School _____ Principal's Signature _____

(Please add additional schools/signatures as needed on an additional page.)

Name of Superintendent

Signature of Superintendent

DUE: Friday, November 1, 2002

MAIL OR FAX TO:

Jan Silverstein Competitive Grants and Awards Colorado Department of Education 201 East Colfax Denver, Colorado 80203 Fax: 303.866.6647
--

PLEASE COMPLETE THE TECHNICAL ASSISTANCE NEEDS SURVEY ON THE FOLLOWING PAGE

READING FIRST GRANT PROGRAM

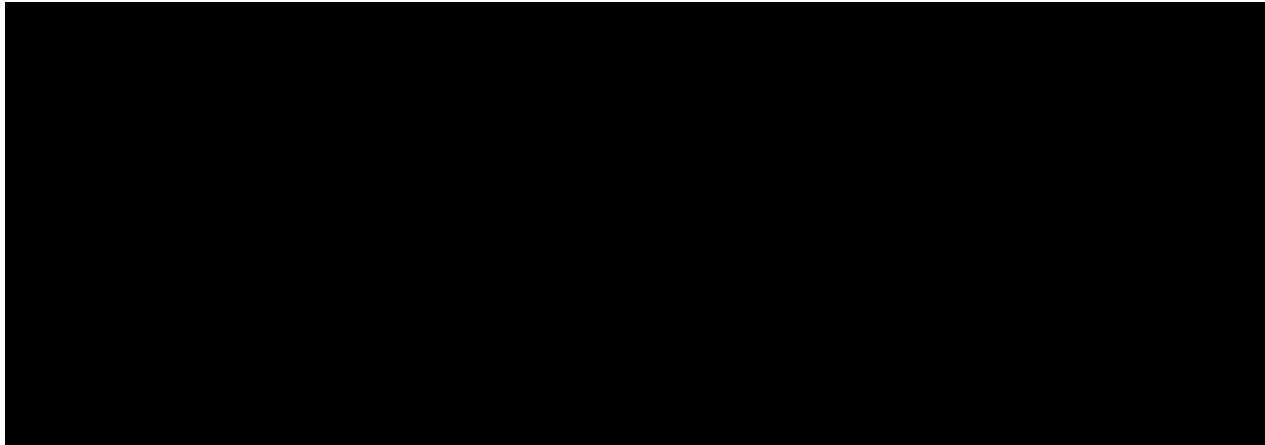
Technical Assistance Needs Survey

*TO BE SUBMITTED WITH THE LETTER OF INTENT *

Thank you for completing this brief survey to help us plan the Colorado Reading First grant training workshops and technical assistance activities. Please indicate the degree to which you anticipate the need for additional support and assistance related to each of the required components of your subgrant application, applying a scale where "1" represents no need and "5" represents high need.

1. Selection of rigorous screening, diagnostic and class-room based instructional reading assessments.
1 2 3 4 5
2. Identifying instructional programs and strategies based on SBRR that will address the five essential components of reading.
1 2 3 4 5
3. Selecting instructional materials (including supplemental and intervention programs and materials as appropriate) that are based on SBRR and coordinated with the comprehensive reading program.
1 2 3 4 5
4. Identifying and developing instructional leaders at the district and building level.
1 2 3 4 5
5. Providing results-based professional development to teachers in Reading First sites, including coordinating district-level professional development activities with state-level activities.
1 2 3 4 5
6. Providing high quality technical assistance to Reading First schools in implementing and evaluating their programs.
1 2 3 4 5
7. Evaluating the progress of Reading First schools and developing a plan to use school evaluation data to determine the need for intervention or discontinuation of grant funds based on performance.
1 2 3 4 5
8. Promoting reading and library programs that provide students access to engaging reading materials.
1 2 3 4 5
9. Developing a management plan for this grant program.
1 2 3 4 5
10. Developing a budget for this grant program.
1 2 3 4 5
11. Please identify other concerns or issues that you would like the training workshops to address:

COLORADO READING FIRST
Orientation
Registration Form



Expected Participation: District Reading First leadership (e.g. Literacy Leader, Title I) and principal leadership from building(s) considering being part of your Reading First application.

DISTRICT/BOCES: _____

ATTENDEE NAME	TITLE	EMAIL	PHONE
1.			
2.			
3.			

(Please add additional names as needed on an additional page)

**PLEASE FAX FULLY COMPLETED REGISTRATION FORM
BY THURSDAY, OCTOBER 10, 2002 TO**

**Neila Achter
Fax: 303.866.6647
Phone: 303.886.6627
achter_n@cde.state.co.us**

**Sponsored by the Colorado Department of Education
Office of Special Services
201 East Colfax Ave
Denver, CO 80203**